Glen Gochal

Professor O’Connor-Petruso

Wiki Assignment #2

Seminar in Applied Theory and Research

CBSE 7201T

Fall 2012

[Feldman, R.](http://www.eric.ed.gov/ERICWebPortal/search/simpleSearch.jsp;jsessionid=EsnrhaAK6WSuj-Trqn8P9w__.ericsrv002?_pageLabel=ERICSearchResult&_urlType=action&newSearch=true&ERICExtSearch_SearchType_0=au&ERICExtSearch_SearchValue_0=%22Feldman+Robert+S.%22), [Prohaska, T](http://www.eric.ed.gov/ERICWebPortal/search/simpleSearch.jsp;jsessionid=EsnrhaAK6WSuj-Trqn8P9w__.ericsrv002?_pageLabel=ERICSearchResult&_urlType=action&newSearch=true&ERICExtSearch_SearchType_0=au&ERICExtSearch_SearchValue_0=%22Prohaska+Thomas%22). (1979). The Student as Pygmalion: Effect of Student Expectation on the Teacher. *Journal of Educational Psychology, v 71* (n4), p 485-493

There were two experiments conducted to examine if student expectations as they relate to their teachers expertise can be imparted upon the teacher and bring about different behavior. Results showed significant differences in student attitudes, performance, and nonverbal behavior. Positive and negative nonverbal student behaviors had significant effects on teachers’ attitudes and behavior.

Cotton, K (1989).Expectations and Student Outcomes. School Improvement Research Series. Office of Educational Research and Improvement (OERI), U.S. Department of Education. Washington, DC: U.S. Government Printing Office.

There are 15 significant findings from the research on school wide and teacher expectations. From the 15 findings 13 recommendations were put forth to improve the ways teachers form expectations and communicate them, especially to students they perceive as having limited potential?

Natanovich, G., Eden, D. (2008). Pygmalion effects among outreach supervisors and tutors: Extending sex generalizability. *Journal of Applied Psychology, V 93*(n6), p 1382-1389. doi: [10.1037/a0012566](http://psycnet.apa.org/doi/10.1037/a0012566).

This is the abstract from the study and I think it does a far better job than I could ever hope to do.

Students who supervised other students who tutored grade-school pupils in a university-based outreach program were randomly assigned to Pygmalion and control conditions. Experimental supervisors were told that their tutors were ideally qualified for their tutoring role; control supervisors were told nothing about their tutors' qualifications. A manipulation check revealed that the experimental supervisors expected more of their tutors. Analysis of variance of tutorial success measures confirmed the Pygmalion effect among supervisors of both sexes. No main effect or interaction involving either supervisor sex or tutor sex was significant. As predicted, the experimental supervisors also provided better leadership and the experimental tutors increased their self-efficacy. This was the first demonstration of the Pygmalion effect among women leading men.

Chowdhury,M. (2007) . Pygmalion in sales: The influence of supervisor expectancies on salesperson’s self-expectations and work evaluations. Journal of Business and Public Affairs, V 1 (n1) ISSN 1934-7219

Although not a study of the Pygmalion effect in education the conclusions are still the same. The study was done between supervisors and sales personnel in three retail companies. The results show that when supervisors exhibit positive motivational behaviors and expected greater performance from their salespersons, employee self-expectations were increased.

Rosenthal R & Jacobson L. (1968) *Pygmalion in the classroom: teacher expectation and*

*pupils’ intellectual development.* New York: Holt, Rinehart & Winston,

This study was the first major study done on Pygmalion and the educational system. The results of this experiment are the first to demonstrate that teachers’ expectations could affect the actual intellectual performance of their pupils.

Brophy, J.E. (1983). Research on the Self-Fulfilling Prophecy and Teacher Expectations. *Journal Of Educational Psychology 75*, 631-661.

This paper is on the effects of self-fulfilling prophecy, with a proclivity towards teachers and their students. It is concluded that a minority of teachers have major expectational effects on their students.

Skinner, Ellen A., Belmont, Michael J. (1993). Motivation in the Classroom: Reciprocal Effects of Teacher Behavior and Student Engagement Across the School Year. *Journal Of Educational Psychology 85* (4). 571-581.

The results of the study suggest that students who are aloof received teacher responses that should further undermine their motivation. The study also suggests that quiet children, or less involved, can be interpreted as lacking in motivation, which leads teachers to apply external pressure to participate in classroom activities.

Brohpy, J.E., Good, T.L. (1974). *Teacher-Student Relationships: Causes and Consequences*. New York, NY: Holt, Rinehard, and Winston.

This book discusses the technical issues of Teacher-Student relationships and presents the formal findings from research on the dynamics of teacher-student relationships. The main thrust focuses on how teachers develop beliefs, attitudes, and expectations about students in response to their individual personal characteristics or their group status, leading to differential patterns of dual teacher-student interactions.

Good, T.L. (1987). Two Decades of Research on Teacher Expectations: Findings and Future Directions. *Journal of Teacher Education. Vol.38*. 32-47.

Thomas Good discusses the types of teacher expectation effects evidenced in the classroom. Good pays attention to the research that concentrates on teachers’ expectations for and interactions with individuals thought to be of exceptional or miserable potential. Good presents a model for use in understanding the dynamics of expectation in the classroom and highlights numerous studies relating teacher expectations with student behavior. Mr. Good does give special attention to how teachers express low expectations to their students.